

February 14, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Central Middle School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact me for assistance.

The AER is available for you to review electronically by visiting the following [link](#), or you may review a copy in the main office at your child's school.

For the 2024-25 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-24. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Central Middle School is guided by the vision that "every student, every day, is seen, heard, and cared for." This commitment extends beyond school culture to academic achievement, ensuring that all students feel supported in their learning and personal growth.

With this vision in mind, Central Middle School upholds high expectations for student growth and achievement. Our students consistently perform well in math and reading, as reflected in M-STEP and PSAT results, as well as in science and social studies as reflected by M-STEP assessments. Across all disciplines and student populations, CMS students regularly score above state benchmarks, demonstrating strong academic performance.

Despite these successes, we recognize the need for continuous improvement, particularly in addressing persistent achievement gaps. Data analysis highlights the need for targeted support for economically disadvantaged students, as well as intentional interventions to meet students' specific learning needs. Additionally, fostering a culture of belonging remains critical in promoting academic success.

To accelerate student achievement and close these gaps, CMS has implemented key initiatives. We have prioritized improving disciplinary literacy through the essential practices of literacy instruction. Our focus on a tiered intervention system ensures that all students benefit from strong, rigorous Tier 1 instruction, supplemented by purposeful and targeted Tier 2 support. Additionally, we have embedded restorative practices throughout the school to cultivate an inclusive environment where all students feel welcomed and valued. Through these efforts, we remain committed to our vision and to ensuring success for every student, every day.

State law requires that we also report additional information:

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

Students are assigned to the school in their attendance area where they live. As part of state law, the district participates in the Schools of Choice (SOC) program for non-resident families. Students admitted to the district through SOC are assigned to various schools on a space-available basis.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:

Over the past few years, overall student achievement has remained strong, yet persistent learning gaps continue to require targeted attention. This underscores the need for a consistent and strategic approach to our school improvement plan.

To maximize student success, we remain committed to strengthening Tier 1 instruction, ensuring that all students receive high-quality learning experiences within the core curriculum. Additionally, we recognize the importance of developing a robust Tier 2 support system that prioritizes equity and opportunity for all learners. Furthermore, given the unique needs of middle school students, fostering a school culture of inclusivity and belonging remains a key focus.

As we continue to analyze our data, we will regularly evaluate the effectiveness of these initiatives and make necessary adjustments to enhance student outcomes.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:

Forest Hills Public Schools offers K-4; K-6; 5-6; 6-8; 7-8; and 9-12 buildings. We have three specialized schools:

Ada Vista Spanish Immersion School (K-4) Ada Vista is a Spanish immersion school in which all students are taught the Forest Hills curriculum using Spanish as the medium for instruction. It is amazing the way the students learn to read, write, and speak in both Spanish and English. In kindergarten and first grade, children are spoken to only in Spanish and are taught to read and write in Spanish, too. In January of the first grade year, the students begin to speak only in Spanish during class time. In second grade students begin English language arts for 30 minutes; each subsequent year that time is increased by 15 minutes. Students continue their immersion language learning at Northern Trails 5/6, Northern Hills Middle School, and Northern High School.

Meadow Brook Mandarin Chinese Immersion School (K-4) Meadow Brook Elementary hosts a 50/50 model Mandarin Chinese immersion program where students learn half the core content (math, science and Mandarin literacy) in Mandarin with English language arts and social studies taught in English. From the vast amount of research available, we know students can acquire any language faster and more easily if we begin as early as possible. Students in the Mandarin Chinese immersion learn to speak, read, and write at scaffold levels in each subsequent grade. Teachers in all grades begin the school year with no English and encourage students to only use the target language in class. Students continue their immersion language learning at Northern Trails 5/6, Northern Hills Middle School, and Northern High School.

Goodwillie Environmental 5/6 School Since 2001, Goodwillie Environmental School has offered fifth and sixth grade students a model educational program based primarily on learning in the “living classroom,” the great outdoors. While this sounds easy on the surface, it is extremely difficult to adapt a challenging state mandated curriculum to meaningful and engaging lessons in nature. The awareness, dependency, and flexibility upon the weather are critical for weekly/daily planning. Phonology, Magic Spots, journaling, sketching, observing, writing, understanding, and of course, just enjoying nature is a special gift that these teachers are happy to share with their students.

STEM Academy (9-12) STEM is a four-year specialized program for high school students who are interested in pursuing post-secondary studies in Science, Technology, Engineering, and/or Mathematics. Students in the STEM

academy undertake a capstone design project in their senior year. The academy is based in Northern High School and utilizes an interdisciplinary curriculum grounded in community-based partnerships.

IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL:

The Forest Hills Public Schools Core Curriculum is aligned with academic standards adopted by the Michigan Department of Education. Curriculum committees comprised of teachers and administrators, work to align and update content at the district level. Further information related to the FHPS curriculum, its development, and implementation, may be obtained by contacting the Forest Hills Public Schools Instruction Office.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:

NWEA MAP Growth 2022-23 School Year

Grade	Test Window	Average Reading Scale Score	Students Tested (Reading)	Average Math Scale Score	Students Tested (Math)
7	Fall	222.7	252	229.1	252
7	Winter	223.6	253	232.8	253
7	Spring	225.0	255	235.3	256
8	Fall	226.8	264	234.0	201
8	Winter	228.7	266	236.2	199
8	Spring	228.8	270	240.0	202

7th and 8th grade students enrolled in Algebra 1 take NWEA Algebra 1 Growth

Test Window	Average Algebra Scale Score	Students Tested (Algebra)
Fall	257.4	64
Winter	263.4	66
Spring	268.8	68

NWEA MAP Growth 2023-24 School Year

Grade	Test Window	Average Reading Scale Score	Students Tested (Reading)	Average Math Scale Score	Students Tested (Math)
7	Fall	222.2	248	227.2	245
7	Winter	223.4	245	234.1	244
7	Spring	225.4	247	237.5	245
8	Fall	225.0	262	228.8	198
8	Winter	226.7	259	234.1	197
8	Spring	228.6	260	240.9	195

7th and 8th grade students enrolled in Algebra 1 take NWEA Algebra 1 Growth

Test Window	Average Algebra Scale Score	Students Tested (Algebra)
Fall	260.3	66
Winter	268.6	67
Spring	271.1	67

IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Semester	Number of Students	Percentage of Students
Fall 2022	349	66%
Spring 2023	270	51%
Fall 2023	361	71%
Spring 2024	311	61%

Central Middle School stands as a proud pillar of our community, exemplifying excellence in education and collaboration. Our dedicated teachers are committed to realizing our school's vision, while our supportive families partner with us, holding high expectations for their students. Our students embrace learning with a positive attitude and a growth mindset, and our valued stakeholders recognize the school as an integral part of the area's future. While we acknowledge there is always work to be done, there is still so much to be celebrated!

Sincerely,

Jeff Simon
Principal